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ABSTRACT

This handbook orients counselors to the counseling needs engendered by the curriculum program of the Thirteen College Consortium. In addition to providing an overview of the philosophy and objectives of the counseling program, the book describes the general and special services to be provided by counselors. Also described are the techniques and processes of counseling for the Consortia Program, evaluation instruments and evaluation procedures, and a detailed model for a counseling program. Within the program framework, the counselor acts as a central unifying force by helping to meet both immediate and long-term student needs, by acting as an advocate of student views, by serving as a source of support and understanding for individual students, and by monitoring programs and student progress for the purposes of continued improvement. (SJL)

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INSTITUTE FOR SERVICES TO EDUCATION

COUNSELING

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HAND BOOK FOR COLLEGE COUNSELORS IN THE INSTITUTE FOR SERVICES TO EDUCATION CURRICULUM DEVELOPMENT PROGRAM

September 1972

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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HAND BOOK FOR COLLEGE COUNSELORS IN THE INSTITUTE FOR SERVICES TO EDUCATION CURRICULUM DEVELOPMENT PROGRAM

Editorial Committee

Katie Ramsey, Chairman
Coordinator of Counseling, Clark College

Roseborough Smith, Jr., Co-Chairman
Assistant Professor, Counseling
Norfolk State College

Deloris Massey, Proof Reader
Counselor, Florida A. & M. University

Sara Fields
Counselor, LeMoyne Owens College

Virginia Schoats
Counselor, Langston University

James Sibert
Counselor, North Carolina A. & I. University

Edited by:

Gerald Durley
Senior Program Associate

Judith Rogers
Secretary

The Institute for Services to Education
Washington, D.C. 20009

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CONTRIBUTORS

Charles Davis
Jerry Durley
John Faxio
Sara Fields
Benjamin Groomes
Dorothy Harris
Deloris Massey
Lucille McGaughey
Gus Mills
Tom Parmeter
Katie Ramsey
Virginia Schoats
James Silbert
Rosebo ough Smith, Jr.

– ABOUT THE INSTITUTE FOR SERVICES TO EDUCATION –

The Institute for Services to Education was incorporated as a non-profit organization in 1965 and received a basic grant from the Carnegie Corporation of New York. The organization is founded on the principle that education today requires a fresh examination of what is worth teaching and how to teach it. ISE undertakes a variety of educational tasks, working cooperatively with other educational institutions, under grants from government agencies and private foundations. ISE is a catalyst for change. It does not just produce educational materials or techniques that are innovative; it develops, in cooperation with teachers and administrators, procedures for effective installation of successful materials and techniques in the colleges.

ISE is headed by Dr. Elias Blake, Jr., a former teacher and is staffed by college teachers with experience in working with disadvantaged youth and Black youth in educational settings both in predominantly Black and predominantly white colleges and schools.

ISE's Board of Directors consists of persons in the higher education system with histories of involvement in cirriculum change. The Board members are:

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– ABOUT THE THIRTEEN COLLEGE CURRICULUM PROGRAM –

From 1967 to the present, ISE has been working cooperatively with the Thirteen College Consortium in developing the Thirteen College Curriculum Program. The Thirteen College Curriculum Program is an educational experiment that included developing new curricular materials for the entire freshman year of college in the areas of English, Mathematics, Social Science, Physical Science, and Biology and two sophomore year courses, Humanities and Philosophy. The program is designed to reduce the attrition rate of entering freshman through well thought-out, new curricular materials, new teaching styles, and new faculty arrangements for instruction. In addition, the program seeks to alter the educational pattern of the institutions involved by changing blocks of courses rather than by developing single courses. In this sense, the Thirteen College Curriculum Program is viewed not only as a curriculum program with a consistent set of academic goals for the separate courses, but also as a vehicle to produce new and pertinent educational changes within the consortium institutions. At ISE, the program is directed by Dr. Frederick S. Humphries, Vice-President. The curricular development for the specific courses and evaluation of the program are provided by the following persons:

COURSE	ISE STAFF
English	Mr. Sloan Williams, Senior Program Associate Miss Ethel Lewis, Program Associate Mr. Charles Hodges, Research Assistant
Social Science	Dr. George King, Senior Program Associate Mrs. Mary Brown, Program, Program Associate Dr. Al-Tony Gilmore, Program Associate Miss Charlottie Simpson, Secretary
Mathematics	Mr. Bernis Barnes, Senior Program Associate Dr. Phillip McNeil, Program Associate Dr. Walter Talbot, Consultant Mrs. Debrah Johnson, Secretary
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Biology	Dr. Charles Goolsby, Senior Program Associate Dr. Daniel Obasun, Program Associate Dr. Paul Brown, Consultant Mrs. Jeanette Faulkner, Secretary

COURSE	ISE STAFF
Humanities	Mr. Clifford Johnson, Senior Program Associate Mr. Roger Dickerson, Consultant Mr. Keorapetse W. Kgositsile, Consultant Miss Margot Willett, Research Assistant
Philosophy	Dr. Henry Olela, Program Associate Dr. Conrad Snowden, Consultant Mrs. Alma J. Ealy, Secretary
Counseling	Dr. Gerald Durley, Senior Program Associate Dr. Joseph Turner, Senior Research Associate Mr. John Faxio, Research Assistant Mrs. Judith Rogers, Secretary

In addition, Miss Patricia Parrish serves as Executive Assistant to the Vice-President and Mrs. Joan Cooke Serves as Secretary to the Vice-President.

The cirruculum staff is assisted in the generation of new educational ideas and teaching strategies by teachers in the participating colleges and outside consultants. Each of the curriculum areas has its own advisory committee, with members drawn from distinguished scholars in the field but outside the program.

The number of colleges participating in the program has grown from the original thirteen of 1967 to nineteen in 1970. The original thirteen colleges are:

Alabama A and M University	Huntsville, Alabama
Bennette College	Greensboro, North Carolina
Bishop College	Dallas, Texas
Clark College	Atlanta, Georgia
Florida A & M University	Tallahassee, Florida
Jackson State College	Jackson, Mississippi
Lincoln University	Lincoln University, Pennsylvania
Norfolk State College	Norfolk, Virginia
North Carolina A & T State University	Greensboro, North Carolina
Southern University	Baton Rouge, Louisiana
Talladega College	Talladega, Alabama
Tennessee A & T State University	Nashville, Tennessee
Voorhees College	Denmark, South Carolina

A fourteenth college joined this consortium in 1968, although it is still called the Thirteen-College Consortium. The fourteenth member is:

Mary Holmes Junior College	West Point, Mississippi

In 1970, five more colleges joined the effort although linking up as a separate consortium. The members of the Five-College Consortium are:

Elizabeth City State University	Elizabeth City, North Carolina
Fayetteville State University	Fayetteville, North Carolina
Langston University	Langston, Oklahoma
Saint Augustines College	Raleigh, North Carolina
Southern University	Shreveport, Louisiana
Texas Southern University	Houston, Texas

In 1971, eight more colleges jointed the curriculum development effort as another consortium. The member of the Eight College Consortium are:

Alcorn A and M College	Lorman, Mississippi
Bethune-Cookman College	Daytona Beach, Florida
Grambling College	Grambling, Louisiana
Jarvis Christian College	Hawkins, Texas
LeMoyne-Owen College	Memphis, Tennessee
Southern University in New Orleans	New Orleans, Louisiana
University of Maryland, Eastern Shore	Princess Anne, Maryland
Virginia Union University	Richmond, Virginia

Seven additional colleges created still another consortium in 1972, entitled the Consortium for Curricular Cahnge. These colleges are:

Coppin State College	Baltimore, Maryland
Huston-Tillotson College	Austin, Texas
Lincoln University	Jefferson City, Missouri
Mississippi Valley State College	Itta Bena, Mississippi
Shaw College	Detroit, Michigan
Bowie State College	Bowie, Maryland
Livingstone College	Salisbury, North Carolina

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AN OVERVIEW

Philosophy

Counseling, as part of the Curriculum Development Program supported by the Institute for Services to Education is an integral part of the student learning process and environment, as contrasted to program teachers whose work is with students in a given subject area and who work toward the students academic development. Program counselors work toward the same objective but from a perspective of individual growth and maturation. Within the program framework, the counselor acts as a central unifying force by helping to meet both immediate and long term student needs; by acting as a model of problem solving and an advocate for student views and concerns; by serving as an understanding ear and source of support for individual student problems; and by monitoring programs and student progress with an eye toward improvement.

The development of the Program counselor role has come about in response both to the interests and needs clearly evidenced by students for which the Program was developed to serve, and to avoid practicing the weaknesses apparent in counseling as it is organized and practiced on most college campuses. The central Program premise is that of "total" student development. The most important corollary of this premise is that developmental needs cannot be met by isolated and compartmentalized efforts and events. Because of the centrality of the Program counselor and his broader forcus in relation to the student, in many instances the student's growth becomes dependent upon the counselor's performance as an interpreter, mediator and Program developer.

The role of the counselor is particularly important given some of the concerns the students bring with them to the campus. On the average, Program students come from poor families and have survived a series of educational obstacles which resulted in their having a relatively weak academic conception of self, usually reflected in lower than average placement or entrance examination scores. While their tenacity and desire to continue in college are high they are faced for the most part with a system of education which will allow only one-third of them to graduate from college. The traditional education program approach (unlike the ISE program) with which students are confronted entails a "get-it-or-else" attitude which oft times is the result of the age old lecture oriented method of teaching where the student is merely a recepient and not a participant.

Counseling, as it is organized and practiced on most college campuses, does not serve to alleviate the problems or even act as a force for positive student-oriented change. Traditionally, counselors are grouped with "student personnel services" as an extension of the college administration which urges students to conform to prescribed standards and attempt to provide "special clinical" services to only those students who request it, or who

are referred for special help. Given this administrative structure, there is little opportunity for the college counselor to be viewed by the students as an individual who has their specific interest as an objective. The counselor, instead, may be seen as the campus disciplinarian, the dean of students, or even as the student manager for personnel services. These conceived images tend to negate the counselors' effectiveness from the students point of view. This administrative structure needs to be analized closely to allow the counseling image a posture of greater flexibility. Counseling is also hampered by the self-selection of individuals into a counselor training program which takes as a model either "clinical" psychlo-therapy or "big-brother social work," neither of which is appropriate for the establishment of an integrated counseling program. Counseling in school situations is intended to help essentially "normal" students. Counseling is not psychotherapy in the sense of treatment of the mentally ill. Counseling is referred to as a helping process the aim of which is not to change the person but to enable him to utilize the resources he now has for coping with life. The outcome being that the student "do" something, take some constructive action on his own behalf. The "big brother" social work syndrome has a history of depriving the client of both the ability to solve his problems and the failure to incorporate his needs for the client to develop self-respect.

To meet the academic and psychological needs of the students and avoid the weaknesses inherent in most counseling programs, the I.S.E. Program approach emphasizes a much more active counseling role. The I.S.E. counselor must attend to a great deal of detail, including recruitment of students, financial aid, scheduling, housing, record keeping, etc. He is also expected to provide educational leadership and facilitate the development of relevant and meaningful student programs. Students are interested in, and indeed need to know about a wide variety of issues: factors affecting their college performance; the concept of Black power and its ramifications; career opportunities during college and after graduation; sex and the myths surrounding it; birth control and its physio-psychological effects; fraternities and other social organizations; types of drugs and their effects, as well as drug abuse; athletic events and the cause for student protest; and analize the developmental process involved in being accepted seriously, by the standards that govern the adult world. Most of these concerns fall beyond the range of the traditional course structure and in some cases beyond that which can be accommodated in the ISE program courses. It is up to the counselor to find, or to assist students in finding the vehicles necessary to bring these concerns into focus. This may demand working out a joint arrangement with an instructor or between two or more instructors. In some cases, it may call for a special series of student seminars not directly attached to course areas. In other cases, it might best be accommodated by employing group counseling techniques. These activities may include travel, special films, outside professional resources, video-tape recording, interpersonal recall special thought provoking materials, as well as, a host of other resources.

Responding to special student needs, the counselor is expected to listen and respond with insight as a facilator with students and teachers. Due to the uniqueness of the counselors position, in relation to the Program structure, the counselor is constantly aware that the utopia between learning and instructional progression is rarely achieved, and that differences are bound to emerge. In this sense, knowing what is happening and what is of current interest to all concerned persons is of critical importance as a counseling tool for

use – in the classroom, in the dormitory, with student groups, and with teachers and administrative groups. The counselor anticipates needs and problems based on his experience and counseling background, thus allowing for interpretation, intervention and/or mediation before they become unmanageable. The objective is not to manipulate students or teachers, but manipulate circumstances that might become deleterious. The counselor should act as an internal evaluation source for program development and as a strong focal point for interdiciplinary actions.

Rational

The college student needs all the support that can be provided for him. This is especially true of the students with multi-ethnic backgrounds who have been victimized by a dualistic society. Therefore, each counselor should believe deeply in the worth of the individual's pursuit of a lifestyle which will bring the greatest satisfaction to him, and to the society in which he lives. Respect for each student is a basic tenet of guidance. A major purpose of counseling in schools is to assist individuals in the process of development. While it is recognized that all persons experience problems in the course of development, and that counseling can and should assist with some of these, counseling is not exclusively or even most characteristically concerned with problem solving. It is concerned with assistance in development. This developmental process indirectly, if properly conceived, can assist the person in solving certain problems.

Objectives

Counseling is that part of the ISE program in which a counselor helps the client to marshal his own resources of an institution and of the community to assist the client to achieve the optimum adjustment of which he is capable . . . the term covers first of all a relationship which might be referred to as guided learning toward self-understanding . . . Second, counseling covers certain kinds of re-education or re-learning which the individual desires and needs as means to his life adjustments and personal objectives . . . Third, counseling may involve the counselor's personalized assistance to the conselee in understanding and becoming skilled in the application of the principles and techniques of general semantics of his daily living. In the fourth instance, the term is used to cover a repertoire of techniques and relationships which are therapeutic or curative in their efforts . . . . In a fifth type of counseling, some form of re-education does follow therapeutically induced catharsis.

Counseling objectives as conceived specifically by the counselors in the ISE Program, seek to fulfill the needs of the students by attempting to achieve the following:

1. To attempt to quarantee scholastic success for each student as it relates to their own college situation.

2. To develop an appreciation for and an interest in the various academic disciplines, as well as, other aspects of the school curriculum.

3. To assist the student in overcoming his/her academic deficiencies.

4. To develop an understanding of the requirements necessary to remain in college, as well as, to graduate coupled with the full appreciation of what college can offer academically and socially.

5. To provide a variety of meaningful cultural experiences which will enable the student to develop a more healthy self-concept.

6. To stimulate an awareness in students to appreciate the humanities and to develop within each the concept that he/she has the ability to create.

7. To assist in the development of a self-concept which will enable a student to visualize himself as being capable of achieving a place in society where he can utilize his particular skills and talents.

8. To assist each student in developing the cognitive processes necessary for wise decision making.

9. To assist in preparing the student to be a vital force for positive change in society.

10. To assist the student with career planning and with developing an ability for making viable adjustments which directly effect their lives and the welfare of their community.

11. To develop a deeper understanding and appreciation for the lifestyle and cultures of persons at different financial and educational levels of society.

Counseling Conditions

The counselor should be included as an equal member of the academic program team. He should be provided with the flexibility and authority necessary to accomplish his diverse tasks. He should have adequate resources for program development, which include discretionary funds for meeting special student needs and a central physical location where it can be established that at some particular time he will be available to students and staff for the distinct purposes of consultation and co-ordination of program effects.

Counselor Relationships with:

The Director

A significant factor for the success of the Program depends upon the relationship of the director and the counselor. The counselor, in most instances, serves as a liaison between the students and the director. If the counselor is cognizant of the administrative decisions made by the director, the operation of the Program is much more smoothly facilitated. Pertinent

data should be relayed to the director who inturn approaches the administration, which relates to the student thus establishing a firmer base for the Program. The counselor and the director should work jointly on all matters effecting the welfare to the students.

The Administration

It is extremely important that students perceive counselors as an autonomous unit separate from the "traditionally conceived" counselor center concept; however, a cooperative working relationship must be established between the counselor and administration. Counselors should be involved in academic and administrative planning, as well as, assisting with the implementation of most of the variables which effect the students' life or well being. It is not only beneficial and rewarding but necessary to participate on certain administrative committees concerned with student welfare.

The Faculty

A comfortable relationship can be established with the faculty if rapport is developed initially. It is well for the counselor to view himself as an assistant to the teacher and to the student. This is accomplished by working with the teacher on seminars, field trips, cultural enrichment activities, and by making intermittent classroom visitations (with the faculty's permission). Thus, the counselor gains insight as to the behavioral objectives of the instructor, while at the same time observing student behavior in different learning situations.

Other Personnel Workers

The student personnel staff, as co-workers, can be instrumental in the effectiveness of the counseling program by lending effective support. Affinity may be established through visitations, workshops, seminars, and other informal activities through which the ISE counselor and personnel workers may develop viewpoints of reciprosity. Regular meetings with other student personnel allow the counselor to become aware of the services available to students.

Significant Attributes of a Counselor

Personality

The mannerisms which dictate the lifestyle of a counselor are no different than those of other professions in society. Each and every event that effects the life of a counselor tends to influence their actions and is part of that personality complex. A counselor should possess the type of personality in which the student or client feels that the counselor is genuinely concerned about the situation at hand and can be of assistance. This does not necessarily mean the person has to alter his personality for each student, but he should be cognizant of the personal need that each student requires. Expression of ones genuine

personality at a consistent level is the best rule of thumb. The counselors' personality has an influence on the direction of the counseling interaction. The initial impression which one perceives, is often one that may take several counseling sessions to alter. A warm, friendly atmosphere helps to create a sense of security for the client.

Vocablulary

The knowledgable counselor is cognizant of the vernacular of the students and an attempt to impress the student with terminology which he may not comprehend, tends to allienate the student. "Be yourself, using the vocabulary which is most comfortable and is spoken normally."

Listening Ability

Silence can be indeed golden. The ability to listen to the student and discern something about his attitude and feelings with, as much objectivity as possible, is one of the most difficult tasks of a counselor; however, it should be high on the list of priorities for a competent counselor. (See Appendix 1)

Empathy

The ability to empathize more often than to sympathize is of utmost importance for the competency of a counselor. Empathy, if used effectively, can create for the student the feeling that the counselor understands and is genuinely concerned about the problem. It is imperative that the counselor has the ability to understand the problem from the student's point of view and work from that premise to create a conducive functional atmosphere.

Flexibility

The counselor should have the ability to adjust to a variety of conditions and situations, as well as to understand the ever changing terminology and experiences of the student and his world. Flexibility does not denote yielding to each situation that might occur, however, it does formulate the postualte that an inflexible counselor does not learn, and thus is ineffective for the students. Counselors and counseling must continue to expand and contract as the new editions of learned skills and techniques are added to the volumes of counseling.

Communication Skill

Counseling is more than advice giving or the resolving of immediate problems. The ability to communicate requires the use of both verbal and non-verbal techniques.

Knowledgeability

The counselor should be quite familiar with the educational disciplines in the curriculum areas and their implications on the students and the Program. The familiarity with the various disciplines can serve to broaden the counselors' own perceptions as to what actually transpires in the academic curriculum areas; it can serve as the basic for more in-depth conversations with students in relationship to their academic stability; and with the total knowledge of the Program, the counselor can better be the facilating agent for the total matrix of the Program.

Axioms to Ponder

Many students see adults as "hung up on an archaic value system which is non-productive for the individual", yet an effort is continually in motion to forge ahead to attain these bottomless values. Listed below are some broad axioms which might prove useful to counselors:

1. "Come out of your puritanical bag."
2. "Hang loose, but maintain some definite perspectives."
3. "Be there when needed – in mind, in body, and in spirit. There is not time for schizoids."
4. "Let the students feel your presence through your actions."
5. "Visit classes and let the student and the teacher know you are there and are genuinely concerned."
6. "Converse with the students on 'trivialities'."
7. "Be diplomatic when necessary."
8. "Praise students when needed."
9. "Be warm, congenial, and accepting."
10. "Subtly, push students toward attaining their goals."
11. "Be understanding."
12. "Be yourself."

TECHNIQUES AND PROCESSES

Certain techniques have been established as having proved successful for effective services rendered by the counselor. The specific functions are determined by the nature of the institution and the need of the student. It is vital to maintain an attitude of thoughtful experimentation and careful innovation.

Initially, one should establish a trust relationship in a counseling situation. Personal counseling is not restricted to an office or any particular setting. Counselors should take the opportunity to listen to their students wherever and whenever the need occur. Even though individual counselors differ in their approach, the following methods have been found to be successful for relating with students on a one-to-one basis:

a. Be sensitive to the student's initial approach.

b. Demonstrate overt gestures such as an extended hand, a smile, or the offering of a chair, etc..

c. Get acquainted or reacquainted (perhaps with names, major, classification, etc.), unless emotions are out of control.

d. Create a conductive environment which would encourage the client to talk freely.

e. Attempt to analyze the problem as objectively as possible rather than succumbing to subjective emotional feelings.

f. If the student appears to be confused in formulating his thoughts move slowly with the conversation to assist him in realizing where the organizing breakdown might exist in his thought patterns.

g. Make referrals. If you are unable to handle the problem, seek help from other sources, (i.e. community agencies, other faculty, other students, social work, psychiatrist).

Individual Counseling

In addition to the many programatic responsibilities, the counselor must be available for students as a source of understanding and assistance. Some student problems are not personal; others have problems which demand individual counseling. Although the ISE Program emphasizes going far beyond individual counseling, it also recognizes and lends

attention to the need for this type of counseling and supports the development of individual counseling skills. ISE counselors should be fully aware that their responsibility lies in providing a conducive environment for the development process to occur.

Group Counseling

As the program continues to grow and is implemented on each campus, counselors are working with larger and larger numbers of students. Due to the fact that the student counselor ratio is disproportionate, the counselor must diversify himself as much as possible. One way to do this, is to hold group counseling sessions whereby students interact with each other, and, as a group, work out problems under structured conditions. These sessions may take the form of unassisted "encounter" groups or they may take the form of "instrumented" (by video-tape or film) reaction groups, in which an idea or set of content is presented, and the students have the opportunity to react to it and to each other. (See Appendix 2)

Student-Teacher Small Group Interaction. In order to provide a unified program effect, the counselor attempts to organize small group interaction between teachers and students. In some cases these group interactions relate to course content or some extention of course design; in other cases their interactions address areas of student concern outside of the classroom; while, in other cases these meetings provide a base for special interest instruction. (See Appendix 3)

Micro-Counseling

Micro-Counseling is an innovative approach to facilitate the counselor in assisting the counselee. This approach is not presented as a final answer to the problem of counselor training, but as techniques available for some unique adaptations:

> Personal concepts of counseling theory; investigating specific areas of interest more closely; controlling verbal comments or non-verbal communication; interviewing techniques; improving student self-expression; a simple briefing type session; test laboratory research; and demonstrating that the problem in question is thoroughly comprehended. Micro-Counseling will be most useful to the counselor who will take a basic framework course for utilization of the equipment that will be most useful to him.

Equipment needed:

Camera One or More Monitors Video-Tape Recorder

It is important to note that structural innovations are highly subject to value decisions made by individuals who are using the approach. It is conceivable that one could use a Micro-Counseling framework to instruct or improve counselor skills. While it may be

unlikely, the possibility of using certain approaches at inappropriate times must be considered and avoided. The application of the Micro-concept if properly employed can improve the skills and technique of the counselor and, should be a useful tool to assist the counselors in becoming more effective.

Rap Sessions

This technique allows the students an opportunity to "blow off steam". It is an open-ended approach and permits and student to discuss any subject freely. It may involve the counselor with two or more students at which time the counselor might choose a peer-group counseling approach to surface underlying student concerns.

Cell-Unit Concept

This technique utilizes the counselor, the student and a third party in a working relationship. The third party should be an individual who has a working knowledge of all of the various points manifested in the case in question. The joint effort should afford all pertinent data to be surfaced and reviewed by the participants involved in the session. This approach develops a cooperative attitude which directly benefits the people who are aware of all aspects of the problem, thereby giving the counselor more information with which to work. (See Appendix 4)

SPECIFICS OF COUNSELING FOR CONSORTIA PROGRAMS

General Services

To meet the academic and psychological needs of the students and avoid the weaknesses inherent in most counseling programs, the ISE approach emphasizes a much more active counseling role. The counselor is expected to provide leadership and facilitate the development of relevant and meaningful student programs.

Orientation

A successful orientation program will depend upon the efforts of the counselor in finding the needs of those to be served and in bringing together the necessary resources to fulfill those needs. Pre-planning must be done before the students arrive on the campus and should include the mapping out of an overview of the entire academic and counseling program. (See Appendix 4)

Admissions

The policy of admissions is regulated by the various institutions involved in the program. In many instances the students for the ISE curriculum program are selected from a list, of which all freshmen are apart, however, some admissions officers allow the counselor or director to solicit certain students from particular geographic locations. All of the students in the ISE program must meet all of the admissions criteria as established by the admitting university. Counselors should establish a direct relationship with the admissions office in an effort to provide the best possible service for the students.

Testing

The administration and supervision of testing is left to the discretion of the institution; however, there are various tests from the central ISE office that the counselor is directly responsible for administering. (See Appendix 4)

Recruitment

The selecting of students for the Program may be done in various ways. The following suggestions are offered for consideration:

a. Random sampling: Assign a number to each student from the admissions roaster, then choose every second, third, or tenth number in an effort to select the proper number of students for the Program. Write letters of invitation to the selected ones explaining the Program.

b. Campus solicitation

c. Personal contact

d. Referrals from students and other interested people

e. Upward Bound graduates

f. Talent Search students

g. Voluntary participation

h. Postal Academy

Scheduling and Registration for Classes

There are five courses in the curriculum for the freshmen year and they are: Quantitative and Analytical Thinking (Math); Ideas and Their Expression (English); Social Institutions (Social Science); Physical Science; and Biology. At the sophomore level, humanities and philosophy are the two courses which are taught by the ISE personnel. A student taking these courses will receive four (4) credit hours for each course, thus receiving an accumulation of 28 hours.

In institutions where students are able to begin their major in the freshmen year certain factors should be considered. It is an established truism that interest is not synonomous with capability or aptitude. For example, a student interested in engineering may fail in his efforts to enter the field if he does not possess the prerequisite aptitude. In society today vocational change is part of a process of existence and the counselor's responsibility is to introduce students to the concepts of adaptability and flexibility in career planning.

The director may assume the responsibility for scheduling classes for the Program. Should this become a duty of the counselor, a sample sheet for scheduling is found in the appendix. (See Appendix 6) Registration for classes is handled differently from campus to campus. The guidelines for registration should be pre-established by the director and the counselor in conjunction with those departments that have certain pre-requisite courses for their majors and also, those departments whose freshmen requirements in math, physical science, etc. are different than the regular freshmen outline of courses. The

Program counselor usually acts as academic advisors for the students enrolled in the ISE Program.

Financial Aid

A broad range of financial aid is available to those students who qualify for admission and demonstrate financial need. Financial assistance is provided through a combination of scholarships, grants-in-aid, loans and work opportunities. The financial aid program is usually administered by the financial aid officer. Financial aid, on most campuses, is awarded on an annual basis and is renewable from year to year as long as the student remains in good standing and meets the renewal requirements.

Considerable emphasis on financial aid programs for economically disadvantaged young people is a constant need. A look at programs other than the familiar federally funded programs (EOG, Work Study, NDSL, etc.) is imperative. Preeminent examples are the College Assistance Program, which links the National Scholarship Service and Fund for Negro Students (NSSFNS), and the National Merit Scholarship Corporation.

It is important that the colleges locate candidates for financial aid. It is through these hunt-and-aid programs that students, especially Black students, will be able to remain on campus. (See Appendix 7)

Special Services

The development of the role for Program counselors has come about in response both to the interests and needs clearly evidenced by students for which the Program was developed to serve. The central Program premise is that of "total" student development. The important corollary of this premise is that developmental needs cannot be met by isolated and compartmentalized efforts and events. Special Services will seek to consolidate all of the departments which directly or indirectly effect the well-being of the student.

Seminars

Special Student Seminars – In many curriculum areas, student interest cannot or will not be covered in the classroom but could be supplemented outside of the classroom. In this case, the counselor organizes seminars to provide information and opinions of authorities or professionals usually followed by question and answer or small group sessions. These seminars cover such diverse areas as drug abuse, sex, sexuality and birth control, the socialization process, special areas of Black awareness, vocational planning and etc..

Enrichment Activities

Counselors may have an opportunity to establish closer relationships with the disciplines by assisting in the planning of activities for the students. The following suggestions are submitted as some types of activities:

Field Trips	Talent Shows
Cultural Trips	Book Review and Literary Sessions
Picnics	Special Assemblies
Social Gatherings	Art Shows
Movies	Folk Festivals
Tours	Dramatic Presentations Involving
Symposiums	Out of Class Participations

Student-Community-Involvement Program

Students are concerned with relevance in education and with community involvement. Agencies seeking volunters help can be utilized effectively by the counselor in providing the student with experience in community service and thus enhancing the relevancy to the college curriculum. These services may focus on consumer education, recreation programs for children, teacher aid program in schools, working with young children in day care centers, voter registration drives, programs in support of the elderly, etc.. In some cases there will be an existing mechanism into which program students can be channeled. In other instances, it is necessary to establish these programs from scratch and then attempt to adopt them in the college curriculum.

Tutorial Services

A counselor may assume the responsibility for establishing a tutorial service as a part of the Program. The facilitation with which the service is developed depends upon the availability of records and the cooperation of the faculty. If feasible, the instructors should play a major role in the development and sustaining of the tutorial sessions. On campuses where this is impossible, competent work study upperclassmen may be motivated to assume some responsibility. Sororities, fraternities and other social organizations may also assist in the tutorial programs.

Job Placement

On most college campuses there is a Director of Placement to coordinate job placement. The program counselor, however, can provide services for the students without

usurping the role of the Director of Placement. In fact a cooperative attitude should be developed as quickly as possible to utilize this office for the advantage of the students.

A major role for the counselor lies in the area of part-time employment and summer jobs for students. A list of industries, restaurants, governmental agencies, banks, and other employers may be complied for a point of reference. Contact should be made to identify those who are interested in seeking part-time employees. Letters may be written to agencies outside of the local vicinity informing the industries that students are available for employment.

In some instances, employment is available on campus for the students. Yard work, baby sitting services, light housekeeping, typing and other services can be listed with the names of students who desire this work and then submitted to faculty and staff for later referrals. If the counselor wishes to assume the role for coordinator for these activities, he may, but the responsibility should be allocated to the students, thereby offsetting criticism that may develop later.

If there is a Co-operative Education program on campus, the counselor may find job placement in this area. Usually, a student is placed on a job following his freshman year for one semester and a summer. Grades are received for the work as well as a salary. Usually the student returns to school following this experience.

Records and Record Keeping

Record keeping is an essential in the role of the counselor. Each encounter or activity which directly or indirectly effects the welfare of the students should be recorded for assisting the counselor to more aptly assess the stated concern. Records can also be an asset in reports and documentation, but more useful in the area of determining, if stated objectives have been met. The counselor should have on file some basic information on each student. The following are essentials and/or options:

1. High School transcripts (copy);
2. College grades and comments;
3. Admissions records (copy);
4. Financial Aid statement;
5. Personal Data form;
6. Periodic class performance and student appraisal reports;
7. Activity sheet;

8. Standard test scores;

9. A permanent permit from student's parents or guardian to participate in off campus activities.

(See Appendix 8, 9, 10, and 11)

Reports

All reports submitted to the ISE Central Office should be as informative and concise as possible. A comprehensive overview accompanied with particulars and/or specifics will not only serve as a means of self evaluation but for the evaluative purposes which the ISE staff will need. Reports will be used to assist programs in defining objectives and seeking solutions to the causes for the problems of not attaining said objectives. Decision-making also will be another product of submitting effective reports. (See Appendix 12)

Evaluation and Evaluation Instruments

Evaluation activities are critical to the ultimate internal success or failure of an institutional program. It is a necessary element in deciding the values of the program as a whole and to identify the special features which should be continued and those which require modification. Evaluation is a cooperative effort conducted jointly with the college consortiums and the ISE staff. It centers around measurements of academic achievement, changes in student's attitudes toward self and learning. The instruments used for collecting data are the Student Assessment Booklet and the Student Opinion Questionnaire.

The Student Opinion Questionnaire

This questionnaire is concerned with various aspects of classroom instruction in terms of which the ISE program might be differentiated from the regular program. Students are asked to indicate the degree of truthfulness of a statement as it applies to their freshman, sophomore, and combined junior and senior years. The statements are addressed to teaching practices, expected student behavior, course materials, and course content.

The Student Assessment Booklet

This questionnaire has the following six (6) sections:

A. IPAT Anxiety Scale (40 items) – provides a measure of the respondent's generalized level of free anxiety. Inherent in the scale are items relating to five different components of anxiety; 1) lack of self sentiment development, 2) Ego weakness, 3) Suspiciousness-Insecurity, 4) Guilt proneness, and 5) Frustration tension.

B. The Survey of Interpersonal Values (90 items) – is designed to measure values which involve an individuals relationship to other people or conversely, their relationship to him. The respondent makes a series of forced – choice judgement between item triads indicating the statement which is most important to him and the statement which is least important to him. The scales used are: support, conformity, recognition, independence, benevolence, and leadership.

C. The SRA Verbal Abilities (84 items) – is a short test of general verbal-dependent abilities. It includes word definitions, analogies, thought problems, and number series completions.

D. The SRA Non-Verbal Abilities (60 items) – A short test of discrimination, a component of ability that is not verbally dependent, but does show a relationship to the ability to learn and perform in school. The test is composed of a series of groups of pictures include objects, geometric configurations, and spatial relationships. For each group pictures, the respondent is asked to identify the one picture which is different from the rest.

E. The Student Survey (73 items) – is designed to provide socio-economic-demographic information, information concerning the financing of college, attitudes of parents and self to college, attitudes about the prefered racial composition of college, and corresponding feelings of relative control over environment.

F. College and Univesity Environment Scale (CUES) – (160 items) – has five scales; practicality, community, awareness, propriety, and scholarship. (ISE will not be using this section of the booklet)

Standard Forms for the Accumulation of Critical Data

The Cumulative Record Sheet is used to record data on program and non-program students at the institution. Data to be coded on these forms are: 1) student names, 2) students ISE identification number, 3) entering major and changes in major, 4) student grade-point-average broken down by semesters or quarters over program and regular college course results, and 5) attrition or withdrawal information.

There are five (5) different forms. There is one different form respectively for the freshman, junior, and senior year. There are two forms, labeled page 1 and page 2, for the sophomore year. These sophomore year forms require the information on grades for program students grades to be broken down into courses taken in the program and courses taken in the regular college program. (See Appendix 13)

Outcomes of Evaluation

Evaluation serves four major purposes: 1) to act positively toward accomplishments, 2) to offer a series of proofs along the way to substantiate the correctness of the philosophy

and approach, 3) to evaluate and document both the content and the process as they become apparent, and 4) to provide the institution with valuable research and population studies to enhance the process of rational development.

Characteristics of A Model Counseling Program*

Counseling as it might be envisoned on a college campus involves many ideas, persons, and areas of work. Herewith is presented a general plan which should be subjected to revision as to practicality and usability. The areas to be developed are the counselor, the goals and objectives, the environmental conditions, and evaluation.

The Counselor

A Counselor shall be a professional educator with a graduate degree or its equivalent in Counseling and related Guidance services, including a supervised practicum. The Counselor's duties are these: to counsel with individual students and groups of students; to coordinate and integrate services directly related to students mental, physical, social, and emotional well-being, and to consult with parents, teachers and other specialists regarding pupil development.

Broad Goals

A. To aid students in the development of a good self-concept and the ability to relate to others in an effective manner.

B. To aid in the development of the skills, attitudes and concepts that will enable the student to have a happy and successful social and family life.

C. To encourage creativity.

D. To stimulate a desire to strive for self-improvement.

E. To aid in the development of analytical and critical thinking.

F. To foster the development of self-direction.

G. To develop effective study habits and motivate the efficient use of time.

H. To motivate each student to strive for educational advancement beyond the high school level.

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*This is a position paper presented by one of the Thirteen College Curriculum Program counselors.

Specific Objectives

A. To enable each student to recognize his possibilities in life.

B. To provide the richest possible cultural experiences available.

C. To help the student overcome his academic deficiencies.

D. To help the student plan his own future.

E. To motivate the student to recognize and utilize his full potential.

F. To motivate each student to know that he is capable of appreciating and creating original works of art.

G. To allow the student to realize the importance of making wise decisions on his own.

H. To develop an attitude that perhaps other environments different from the one he knows may offer increased opportunities.

I. To create a self-concept that enables each student to visualize himself as capable of achieving a place in society where he can make use of his particular skills and talents.

J. To develop understandings necessary for success in college along with full appreciation of all that college can offer academically and socially.

K. To develop a greater understanding of what life is like on all levels of society.

Conditions of Employment

1. The counselor should be a full-time employee in the area of counseling. He should be readily available to students and staff throughout the school day. Class assignments for the counselor are not desirable. Counselors should be represented on all major committees which deal with curriculum and programming.

2. The counselor should conduct follow-up studies at the local level to determine as accurately as possible how well the curriculum is meeting the needs of the students; he should keep himself informed of occupational and educational requirements and trends.

3. The counselor should be responsible for accumulating and using all meaningful information available concerning each student.

4. The counselor should assist in identifying the educational, health, occupational, and emotional needs of the student.

5. The counselor should assume the responsibility of coordinating the use of all services beyond those which he himself can provide by making appropriate referrals and by maintaining liaison and cooperative working relationships with other pupil personnel specialists and agencies basically concerned with special services to students.

6. The counselor should assist students in the selection of a course of study in relation to their abilities, tentative job requirement, post-high school education and other requirements.

7. The counselor should assist students in need of work education programs, and should act as a referral agent for post-graduate employment training and education. This responsibility is basically the duty of the Director of Placement in some colleges.

8. The counselor should serve as a consultant to members of the administration and the teaching staff; making available to them appropriate pupil data, helping identify pupils with special needs and problems, and participating in, or conducting in-service training programs.

9. Counselors should be provided with a budget item that can be used for discretionary counseling purposes.

10. Counselors should be provided with supportive pupil personnel services such as psychologists, social workers, nurses, et cetera.

11. The counselor shall be granted released time without loss of pay or other penalty to pursue such activities as workshop and visitations to other schools, colleges and places of employment as will enable him to be of more service to the Counseling Center.

12. Appointment as a counselor should carry academic rank and privilege equivalent to that which is accorded teachers.

13. Academic tutorial services should be organized as outgrowths of the counseling area. Implicit in this is that counselors should organize student tutorial help which includes financial remuneration for students and recruitment of faculty members to provide guidance to the service. The effect of this approach should be the elimination of the social stigma associated with "remedial" approaches.

The Environment of Employment

1. The counselor shall be free from administrative duties and unnecessary clerical assignments which interfere with or conflict with student relations.

2. An office area with appropriate physical conditions for visual and auditory privacy should be made available.

3. The student-counselor ratio should not exceed 100-1 for freshman students.

4. Adequate advertisement should be made available to all students, particularly the incoming ones.

5. The counseling center, counseling activities and the counselor should be "where the students are" . . . meaning both a fixed location and a moving out into the student culture.

6. Program organization and services should provide a special focus upon the freshman year.

7. Student part-time help in the counseling area should include learning development opportunities for students.

Program Evaluation

A. The counseling program should be formally re-examined each year; taking into account both the improvements of previous activities and the development of new techniques and innovations.

B. Part of the counselor's expected services should be directed toward the development of new approaches; provisions for time and developmental costs should be provided.

C. On-going counseling skills development programs should be a continuous part of counseling service activities with a special focus on improving communication with students.

D. Effective means for dealing with larger numbers of students should be central to counseling services such as group approaches and student-initiated activities.

E. Counseling services must be in keeping with the philosophy of the institution.

Model Components for a Special Forcus on Freshmen Students

1. A Freshmen Village or Counseling Area.

A Freshmen Village or Counseling Area that is separate from the area for upperclassmen has proven to be very helpful in the Guidance and Counseling Department. Freshmen experience many problems in their effort to adjust to life on a college campus. A special counseling area for them seems to give them a feeling that special preparations have been made to provide for their particular needs.

2. Tutorial Services.

Tutorial services should be provided for freshmen who need it. Various means are used to provide these services on different college campuses. In colleges where students

are unable to pay for such services some carefully selected upperclassmen are paid through Work-Aid for such services.

3. Special Summer Sessions.

Pre-College courses are provided for freshmen in several colleges. The experience is especially helpful to the average and below average achievers.

4. Employment Services.

Provisions should be made to assist freshmen who need work. Summer employment is provided for freshmen on several college campuses.

5. Communication Center.

Racial communication, cultural communication and international communication can be provided for in a Guidance and Counseling Center.

Visitor's Area

Several colleges provide areas for parents and visitors to live while on the campus. The College Union Building very often provides these accommodations. Apartments or special areas in dormitories are made available on other campuses. The price which visitors must pay for these services varies from campus to campus, but these accommodations may serve as a source of income for the college as well.

General Offices of Counseling

A. Birth Control Centers

B. Parental and Marital Counseling

C. Mental Health Centers

D. Rehabilitation Centers for Alcoholics and Drug Addicts.

E. Legal Counseling.

F. Consumer Protection, Etc.

SUGGESTED READING

PERIODICALS

American Journal of Psychology
American Vocational Journal
Counselor Education and Supervision
Counselor's Information Service
The Education Index
Guidance News
Jobs and Careers
Journal of Applied Psychology
Journal of Counseling Psychology
Journal of Consulting Psychology
Journal of Educational Psychology
Journal of Educational Research
Journal of Psychology
Occupational Information
Occupational Outlook Quarterly
Occupations
Personnel and Guidance Journal
Readers Guide to Periodical Literature
Rehabilitation Counseling Journal
Research Quarterly
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School Counselor
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APPENDIX

APPENDIX 1

DEVELOPING LISTENING SKILLS

	Types	Purpose	Example
1.	Rapport	To assure the student he has your attention	"May I help you?" I am available to serve you in whatever capacity I can with the understanding that all information is private under your request otherwise.
		To develop an attitude for future sessions.	
2.	Clarity	To try and find out what the facts are.	What do you mean by this?
		To seek all phases of the problem.	The problem as you see it is?
			Why did you make that statement?
3.	Restate The problem	To see if you understand the problem the way he sees it.	Did I understand you to say that you want . . . .?
		To assure the student that you are listening to what he says	I'm not sure I caught what your reasons were . . .?
		To provide an opportunity for the student to re-evaluate what he stated as the problem.	
4.	Objectivity	To show the student that you are natural	"Hey, I dig"
			"That's Cool"
		To insure an attitude of cooperative listening so that the student will continue talking.	"Good, I Understand"
			"You have really gone through some changes."

	Types	Purpose	Example
5.	Reviewing	To Re-affirm your framework of understanding	"Well, how did you feel about that"?
		To allow for a reevaluation of how the student views his problem	"You felt you got a raw deal."
			"Do you think that was fair?
6.	Conclusion	To assure the interview come to an end with some idea of the things discussed.	"Let's see what ideas were expressed by you"
		To offer the services for further sessions	"The way I understand the situation is . . . .

APPENDIX 2

GROUP COUNSELING
A DEVELOPMENTAL PROCESS

Submitted by:
Dorothy J. Harris

There are several ways through which group counseling and the developmental process within each student may be affected. One technique, for example, is a game called "Getting Involved," if game is the right name for it. In this activity there are no winners, no losers, no teams, no points scored for or against anyone, and no one competes with anyone else.

General Objectives:

To assist students in the "developmental tasks" or "needs and problems areas" characteristic of adolescence and early adulthood. . Such as: (1) achieving competence; (2) managing emotions; (3) becoming autonomous; (4) establishing identity; (5) promoting interpersonal relationships; (6) clarifying purposes; and (7) developing integrity.

Specific Objectives:

The objective of the game is to communicate as much as possible, be communicated with, and to participate fully in a dynamic group situation. Further, the objective of the game is to react and be reacted to, to become aware of your personal feelings, and how others would feel toward you, in certain circumstances.

THE GAME

Each player receives a folder which contains material taken from the desk of a character whose life is in great personal difficulty. The player tries, as best he can, to assume the role of that troubled character. Occasionally, players may decide to play the role of a character that he knows or he may choose to play himself. The other players of course try to figure out the character's motivations, values, and life difficulties.

An alternate setting can start with the viewing of a prepared video tape of a troubled character or an instructional session with counselors and students involved.

The players, taken all together then, become a group, who meet to gain some help and insight from each other. Each tries to make his character understandable to the group, communicating as much about himself and his problem as he can.

Each player, in turn, describes himself and answers questions from the group, until all the players have their turn.

Directions

Place two stacks of blank red and blue cards in the middle of the group. These are expressions cards. Any player, at any time, for any reason whatsoever, may give any other player a red or a blue card. The red card is for "anger." The blue card is for "sympathy," and they are given whenever anger or sympathy is felt for what is happening. Only one card is given at a time by any one player no matter how strongly anger or sympathy is felt. One must comply if he is asked to explain why he feels as he does.

Session One

The first session being with one of the players decribing to the group who he is, what his troubles are, and so forth. He should be allowed three to five uninterrupted minutes for this, and within his time limit, should be playing his "role" as if the character is really himself. After the three to five minutes, the group asks him questions for another three to five minutes. All questions are fair.

Throughout the activity, the red and blue expression cards are used freely.

Subsequent sessions can be determined by the outcome of session one.

APPENDIX 3

ORIENTATION - GROUP ACTIVITY

Submitted by:
Sara Fields

The following game could be used during orientation or preferably your first encounter with the group. The name of the game is Tripping. The objective is to establish a more personal relationship between the students and help the counselor identify the students.

Method

A hypothetical trip has been planned by the counselor and he's taking all the students. In order to make the trip one must know each other's name. The first person identifies himself and attaches the first letter of his name to an object to take on the trip.

EXAMPLE: My name is Tracy and I am going to take some tea.

The second person identifies the preceding person(s) and object. He then states his object and name.

Conclusion

When the game is over, the students as well as the counselor knows each person by first name. The more novel the object, the easier it is to associate and recall the name.

APPENDIX 4

PLANNING THE ORIENTATION PROGRAM UTILIZING THE CELL

Submitted By:
Roseborough Smith, Jr.
Norfolk State College

The student who succeeds in the first year at college is well launched on a successful college career. What can we do to help freshmen succeed?

Every college selects its freshmen for their ability to meet the demands on them. Yet each year many freshmen are stunned by the realization that college is far different from what they had anticipated. Even those who do adjust to the differences are often denied the sense of intellectual exhilaration and the feeling of success that should be part of every student's college life. For many students the freshman year is disastrous. More students drop out of college or are dropped by the college during the first year than in any other years.

How can we help the freshman to understand what college holds in store for him -- the opportunities, as well as the pitfalls? How can we help him to see how his professors' approach their subjects and their students? What advice can we give him as he encounters the problem of college life?

Colleges ordinarily have orientation programs to help their new students, but entering classes are so huge and so varied, and some colleges have open enrollement these days that additional help is needed.

The Thirteen-College Curriculum Program using the "Cell Concept" contered around a counselor complements the orientation of freshmen week which the college conducts by giving the entering student an opportunity to become familiar with each of the disciplines professors from' whom he will be studying.

Pre College Activities

A well planned program of pre-college activities will probably enhance the success of the entering students. After students have been admitted to the college and into the T-CCP, care should be taken to ensure that each student is well informed as to what it is he has to do be before college begins. In the T-CCP, this is a responsibility of the counselor.

It is advisable to send an official letter of welcome from the T-CCP office to the student as early as possible informing him of his selection to the program and it can also be stated in this letter that a followup letter will be sent at a later date informing the student of pertinent information concerning, arrival on campus, weather for the year, finances, housing, ect.

Once the student's have been selected for the program it would be well if each students name is checked in the proper office:

1. Make sure that each student has completed his application for enrollment (including all tests that are required by the college).

2. If the student has applied for financial aid and if so what is his status?

3. If the student has applied for dormitory space and if so what is his status?

4. If the student plans to live off campus.

5. Upon arrival on campus, have student report to your receiving station where he will be assigned a student guide.

The follow-up letter will be sent to the students approximately two weeks before the students are to report to the campus. It is felt that two weeks gives ample time to purchase items that will be needed for the fall semester also the letter will contain special information about suggested time of arrivals on campus. It should be made very clear to the students who are to receive financial aid that they should BRING ALONG ENOUGH CASH MONEY TO LAST AT LEAST SIX WEEKS at which time, their checks could have been processed by the government.

Selection of Student Guides

Student guides play a very important role in the Orientation Program of new students. Because this is so, particular care must be taken in the selection of student guides. When selection students as guides it is very important to select those persons who have demonstrated to the counselors satisfaction a marked willingness to help others. He must have demonstrated that he can have empathy for other peoples problems. He must be a person who is able to make others feel at ease very quickly. In many cases, one will find that those persons who possess the above mentioned qualities will not be the student with the "good grades" . . . all "A's" and "B's" these persons grades may well be a very weak "C"; however, if this is the case, do not be afraid to use this student as a guide. You will probably find this student will make an excellent guide. So go ahead and use him. After all, for this particular task you are looking for the best student guide possible, and this person has the best qualifications.

Receiving Students

The first day on campus can be a very frightening thing for some students and could cause tremendous anxiety especially for those students who have lived a very sheltered life. These students find themselves on their own for the first time and having to make decisions that will effect their future lives. To many, the task may seem insurmountable and not knowing where to turn, some are willing to give up and return home on the very first day.

To help bridge this gap and try to insure an orderly transition into college life for these students, the T-CCP Counselor with the staff of student guides have as their responsibility to receive the students on campus, make them welcome and offer the kind of friendly relationship that we feel will ease tension and reduce anxiety.

Some Suggestions:

1. Have students arrive on campus at an hour convenient for student guides to greet them 8:00 A.M. – 10:00 P.M.

2. Have students report to receiving station where they will be welcomed to the campus and assigned a student guide.

3. Student guides will assist students in finding dormitory rooms.

4. Student guides will direct and guide new students to places of importance on and off campus. For example: Testing Center, Business Office, T-CCP Office, Book Store, Cafeteria, Office of the Dean, Assoc. Dean and President, ect.

5. Students should be made aware of downtown bus schedule and of convenient bus stops!

Planning For The First Week's Activities

The first week's activities for the new student should be so well organized that when the student or staff has had a chance to reflect on that week, all the memories will not be unpleasant.

It is suggested that the many test that the students are required to take should be for a maximum of ONE HALF DAY. We are strongly against continous eight hour testing. The remaining half day should be used for "getting to know the city", "getting to know the campus", picnicking, beach parties, or maybe a dance on the final day of orientation week.

If the T-CCP office is not charged with responsibility of testing, then, each counselor will want to see to it that each person assigned to his "Cell" is at the proper place and at the proper time for testing.

A very important part of your planning for the first week activities is the introduction of the entire "Cell" (faculty) to the new students. This should be done at a time to maximize the effect that the faculty too are human and are willing and eager to see that all is going along smoothly. One time you may wish to consider for the introduction of the entire staff "Cell" would be the period set aside for registration. However, if your school has a freshman study program and a registration for individual class is not required, you may wish to consider using one of the afternoons of the first week for this purpose.

Dormitory Placement

One of the many incoveniences that students face upon arrival on campus is dormitory placement, or trying to locate a suitable apartment or room that is convenient to the campus. Because many students arrive on campus without having made prior arrangements for domitory space or for off campus housing many students find themselfes without any shelter for the night. The T-CCP Counselor has assumed the responsibility of checking each member of the "Cell" to make sure that he has been assigned proper dormitory space or that the student has some living quarters for the night.

For those students who are housed in the dormitory it would be well that someone from the staff casually drops in for a few minutes to see if things are going well.

Financial Aid

(See Ben Groomes and Gus Mills report – Appendix 7)

Testing and Placement

Since students come to college from varied backgrounds and skills and since many students do not know what it is that they wish to learn, the college, in its effort to meet the needs of all the students, have turned to testing students.

Most colleges have testing centers charged with responsibility of administering all test on campus. If your college fits into this category, about the only thing that the T-CCP Counselor can do at this time is to make sure that each member of the "Cell" know exactly when he is to be tested, the place where the test will be administered and the time he is to report for testing. However, if the responsibility of administering the test falls on the T-CCP Counselor, here are a few tips that I have found to be very helpful.

1. Arrange for time and location for test administration.

2. Arrange for test proctors, you will need one proctor for each 25 students; the proctor should be prepared to help you administer the instruments, answer questions or whatever.

3. Make certain that you have enough pencils, scratch paper and that the pencils are sharpened; make certain that your testing location has enough light, air and chairs.

4. Read carefully the administration manuals you will be using so that you will not have problems on the day of testing.

Social Activities (Formal and Informal)

We have seen students pay hard earned money for college tuition and the right to come to college. Yet some of these very students fail. Why do they fail? It is because the work is too hard? or is it because the teachers don't teach. Assuming that the teacher is teaching and the student is capable of learning then the answer must lie somewhere else.

The T-CCP Counselor believes very strongly that many of the students who fail are students who view the teacher as someone a little less than an angel. Many of todays students have placed teachers on pedestals as if they were someone omnipotent. As a result, many students are afraid to ask a teacher a question or to challege the teacher on a given postion or schedule an office appointment in order to clarify some details. In short, the students do not feel that they themselves are good enough to take up some of the "omnipotent's" time.

How do we get students to view teachers as real down to earth people . . . people that the students feel that they can talk to or ask questions? The T-CCP believes that interaction between faculty and student at social events is on method that the proven successful. As mentioned earlier, a social event at the end of freshmen week staff members of the "Cell" is something you may want to consider as your first event. This successful event can be instrumental in doing away with some of the myths concerning teachers. Some teachers have found it useful to have "rap" session in there homes and invite a particular class. Other teachers have had lawn parties or beach parties. All the aforementioned methods have made tremedous changes in attitudes of many students. And besides these events enable students to meet new peer group friends.

How the "Cell Unit" Works

Each one hundred students are assigned to a certified counselor who works closely with the director of T-CCP and the teachers who are assigned to the "Cell Unit". The counselor, director and teachers assist each student with his registration or any other problem that he may be experiencing. Some problems maybe, housing, financial aid, dormitory space assignment, home sickness, health problems and trying to choose a major ect. Usually these problems are taken care of the first week that a student is on campus.

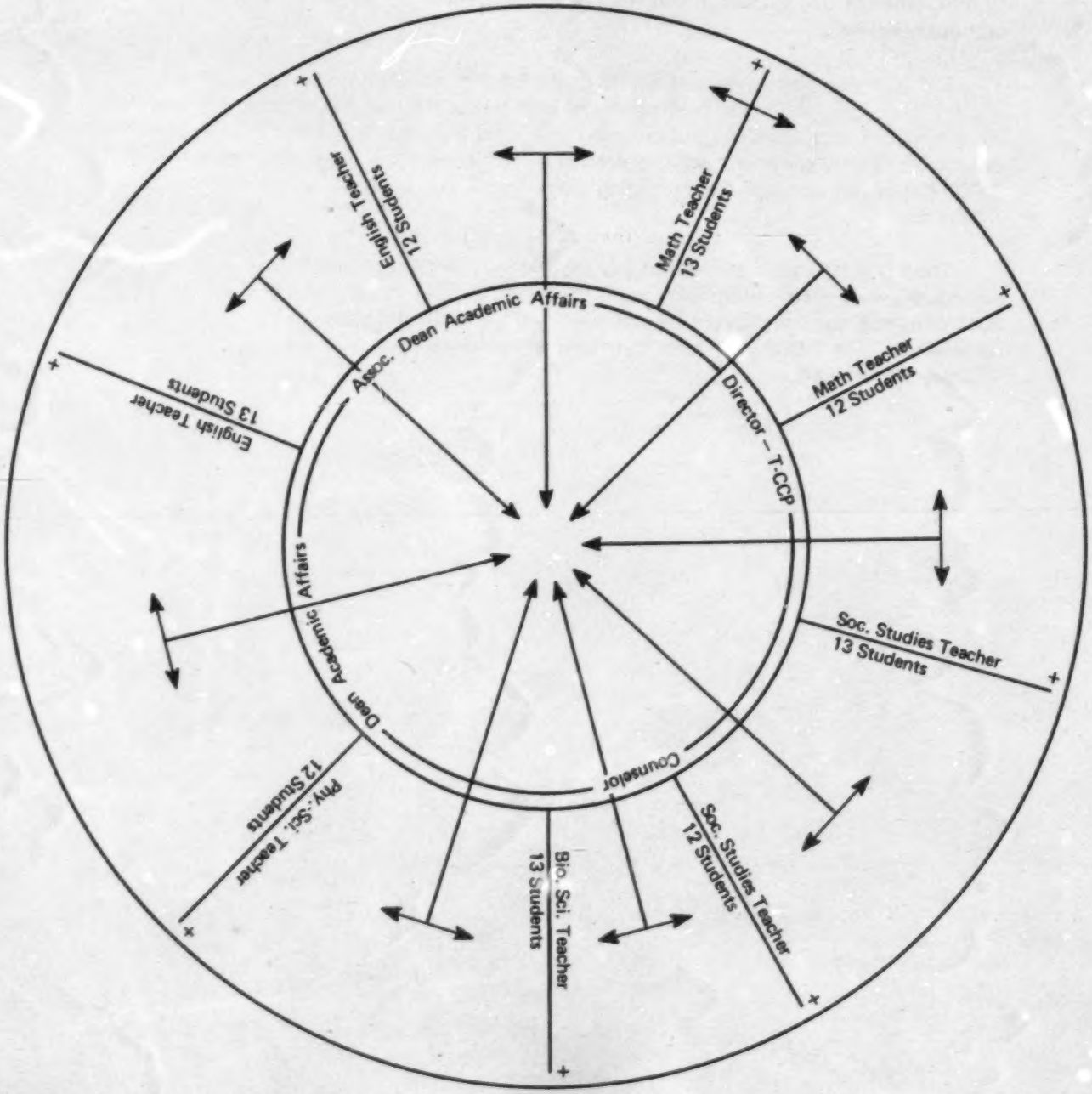
During the year, different kinds of problems present itself to be resolved; for example a student maybe experiencing difficulty in Physical Science. The counselor consults with each teacher in the "Cell Unit" If it can be ascertained whether or not the student is doing

well in Math and if not it will be suggested to the student that he report to one of his math teachers for tutoring. The same kind of example can be given for each course that the student takes his freshman year. It should be noted here that the closeness generated by faculty, student, director and counselor during the first week of school allows for a relationship whereby any student should feel free to approach any member of the "Cell" without hesitation.

The counselor also serves as chairman of the Educational-Cultural Enrichment Committee. The responsibilities of this committee is to expose the students to those events in the community that it is felt a learning experience can be gained. A decision to attend an event is decided by students, teachers, director and the counselor. Other activities that T-CCP Counselors and students are finding summer jobs, helping with summer school registration ect.

There is much that freshmen can gain by being successful in their first year and then in subsequent years at college and our people have much at stake in their college success. No book or manual can issue college success, for it is the individual student who plays the decisive role. The T-CCP "Cell Unit" is offered as a means of making it most likely that he will play his role well.

The Thirteen-College Curriculum Program
Organizational "Cell Concept" in Counseling
for 100 Students



APPENDIX 5

SAMPLE LETTER

Dear_____,

We are happy to inform you that you have been chosen to join the ISE Program. We welcome you to this joint student-faculty endeavor as we devise and evaluate methods of treating introductory courses. You will take part in a free, relatively unstructured classroom atmosphere. Classes in the program are small, flexible and innovative, emphasizing student discussion, freedom of expression, creativity and independent work. Shorter, relevent paperbacks will replace expensive textbooks. Open discussions will make classes lively and stimulating as well as informative.

Each participant will take a core of courses, including English, Social Sciences and Mathematics, and one semester of biological and physical sciences. All courses will count fully toward graduation. Participation in the program will in no way impede progress toward the degree, nor toward your major in any field. The program will not prolong the period in which you must take required courses.

If you have already purchased textbooks, arrangements will be made with the book-store for their return. Changes in your present schedule will in no way tax you. All changes will be done through the counselor.

We welcome you to the university, and to the Freshman Studies Program. If you have any questions, please do not hesitate to contact either the director of the program or the special full-time counselor. We look forward to sharing an exciting and challenging year with you.

APPENDIX 6
SAMPLE COLLEGE FALL SCHEDULE - TENTATIVE
1972-73

HR.	COURSE	TIME	DAYS	INSTR.	RM.
GROUP I					
1	PE	8:00	MTWTH	Noble	
4	Quan. Analy. (Math)	9:00	MTTHF		200JH
4	Ideas and Exp. (Eng.)	10:00	MTTHF	Breaux	103JH
4	Physical Science	1:00	MW	White	203HH
	(Lab)	1-3:00	TF		301HH
4	Soc. Inst.	3:00	MTWF	Brown	214MH
GROUP II					
1	PE	8:00	MTWTH		
4	Quan. Analy. (Math)	9:00	MTWF	Flucas	216JH
4	Ideas and Exp. (Eng.)	11:00	MTTHF	Breaux	103JH
4	Physical Science	3:00	TF	Toliver	
	(Lab)	2-4:00	MW		
4	Soc. Inst.	1:00	MTWF	Brown	200MH
GROUP III					
1	PE	8:00	MTTHF		
4	Ideas and Exp. (Eng.)	10:00	MTTHF	Pollard	104JH
4	Soc. Inst.	9:00	MTWF	Brown	214JH
4	Quan. Analy.	1:00	MTWF	Flucas	200JH
4	Physical Science	3:00	TF	White	203HH
	(Lab)	2-4:00	MW		301HH
GROUP IV					
1	PE	8:00	MTWTH		
4	Soc. Inst.	9:00	MTWF	Swain	301MH
4	Ideas and Exp.	11:00	MTTHF	Pollard	104JH
4	Quan. Analy.	3:00	MTWF	Noble	204JH
4	Physical Science	1:00	MW	Toliver	200MH
	(Lab)	1-3:00	TF		

APPENDIX 7

FINANCIAL AID

Submitted by:
Benajmin Groomes
Willian Pittman
Gus Mills

The acquisition of sufficient financial assistance to initiate and complete a college education is perhaps the greatest obstacle that must be overcome by students, particularly those enrolled in Black colleges. There is seldom enough money available on campus for the large number of students who need help. Even more critical is the lack of information, effective techniques and general proficiency to command funds from sources outside the institution.

One of the major concerns of a counselor—as well as, other college personnel—should be the assurance that students are able to acquire adequate funds so that this will not serve as an impediment to his educational process. This requirement necessitates an awareness of financial assistance sources – but more important the employment of this knowledge should be used with techniques and skills that will get these funds into the hands of students.

The literature is sufficiently abundant for the uninformed to become aware of the vast sources of funds available for students. Securing one document dealing with the subject of financial aid for students will provide access to other sources. Attendance at professional conferences and exchange of information with various persons both on the campus and in the community will provide access to other sources and a wealth of information. Mere possession of this knowledge is useless, unless a deliberate effort is made to process the information so that it becomes effective in the lives of students.

Although some students will be successful in obtaining the assistance they need with minimal direction and assistance, there will be a large number of students who lack the requisite skills and understanding to take decisive action that provides success. It is with the latter group that the counselor must become the catalyst for their growth and development. Initially, this will probably require direct intervention by the counselor.

The organizational structure on most campuses identifies a person who assumes primary responsibility for financial aid. It is the counselor's responsibility to become acquainted with this person; not to be overlooked are other significant persons in the Office of Financial Aid who can be tremendously helpful to the counselor and students in

proceeding through the maze of bureaucratic entanglements. The primary task of the counselor is to continually expand his knowledge about financial aid so that he will know what is available for students and to become skillful and creative in the kind of approaches that lead to success in obtaining funds for students.

Whenever possible, there should be available a source of discretionary and emergency funds that can be used to meet immediate and temporary needs of students. Equally important is an awareness of the sensitivity to unique problems and needs of students which could call for special attention and treatment.

APPENDIX 8

FOR STUDENTS WHO HAVE DROPPED OUT OF THE THIRTEEN-COLLEGE CURRICULUM PROGRAM

Record Keeping

_____ Semester _____

Classification	Date	Group	Reason

APPENDIX 9

FIRST DRAFT - EXIT INTERVIEW

For Students Leaving the Special Program

Name _____ College _____

Counselor _____

Interview _____ Time _____

Reason for Leaving program _____

Leaving school also? _____

Future plans _____

Comments on:

1. The special program (strengths and weaknesses, check each of 4 areas)
2. The college _____
3. The students _____
4. The counseling _____

Time spent in program before leaving (weeks) _____

Counselor's impression of interview: (include observations on student's willingness to talk, self confidence, rationality of change in plans.

Complete on reverse side of form.

5. Fellow students' behavior in:

A. Cafeteria	____	____	____	_____
B. Dorm Setting	____	____	____	_____
C. Rec. Center	____	____	____	_____
D. Classroom	____	____	____	_____
E. Social Activities	____	____	____	_____
F. Chapel Events	____	____	____	_____

6. My future goals and plans after graduation_____

_____

_____

_____

7. My over all impressions of the training and other aspects of this college_____

_____

_____

_____

Student Name_____

Counselor

Evaluation of student abilities and adjustment while students at

Name of College_____

_____

_____

Counselor signature_____

APPENDIX 10

INDIVIDUAL CONFERENCE SUMMARY SHEET

NAME _____ DATE _____

REASON FOR CONTACT: Summoned ( ) Voluntary ( ) Referred ( )

NATURE OF PROBLEM

( ) Academic	( ) Financial	( ) Home-Setting
( ) Study	( ) Health	( ) Social Activities
( ) Class Schedule	( ) Marriage	( ) Others:
( ) Class Attendance	( ) Boy/Girl Relation	_____
( ) Job Information	( ) Personal Relation	_____
( ) Residential	( ) Personal Appearance	_____

SUMMARY OF CONFERENCE

COMMENTS

Future Conference Schedule? ( ) Yes ( ) No

Referred to: _____

Follow-up: _____

Signature of Counselor _____

APPENDIX 11

INTERVIEW RECORD SHEET

STUDENT'S NAME _____

1_____ 2_____ 3_____ 4_____ 5_____

1_____ 2_____ 3_____ 4_____ 5_____

COUNSELOR 1_____ 2_____ 3_____ 4_____ 5_____

REASONS FOR INTERVIEWS 1_____

2_____

3_____

4_____

5_____

RESULTS OF INTERVIEWS 1_____

_____

_____

_____

_____

_____

RECOMMENDATIONS 1_____

_____

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APPENDIX 12

COUNSELOR EVALUATION REPORT FORMAT

I. Cover Sheet

   a. Name of Institution
   b. Name of Counselor
   c. Date
   d. Other Pertinent Data

II. Table of Content (with numbered pages)

III. Statement of Objectives

IV. Demographic Data

V. Organizational Structure of Institution and Counseling Section

VI. Methodology of Administrative and Counseling Approaches

VII. Statistical Data

VIII. Program Data

   a. Define Strengths and Accomplishments of Program

   b. Define Weaknesses and Non-Accomplishments of Program with Statements as to the Why.

APPENDIX 13

THIRTEEN-COLLEGE CURRICULUM PROGRAM
STUDENTS' CUMULATIVE RECORD SHEET

Freshman Year – Generation _____

Name	Sex	ISE ID No.	Entering College Major	G.P.A. 1st Semester or Quarter	G.P.A. 2nd Semester or Quarter	G.P.A. 3rd Semester	G.P.A. Cum.	Withdraws		Changes in Major
								Date	Reasons Coded	

APPENDIX 13 (Continued)

THIRTEEN-COLLEGE CURRICULUM PROGRAM
STUDENTS' CUMULATIVE RECORD SHEET

Sophmore Year – Generation _____

Number	Sex	ISE Number	G.P.A. First Semester or Quarter		G.P.A. Second Semester or Quarter		G.P.A. Third Quarter	
			Program Courses	Non-Program Courses	Program Courses	Non-Program Courses	Program Courses	Non-Program Courses

APPENDIX 13 (Continued)

THIRTEEN-COLLEGE CURRICULM PROGRAM
STUDENTS' CUMULATIVE RECORD SHEET

Sophomore Year – Generation _____

Name	ISE ID No.	G.P.A. 2nd Year Totals		G.P.A. Cumulative		Withdrawals		Major*
		Program	Non-Program	Program	Total	Date	Reason Coded	

(*) Place an asterick by those students' majors that have changed since the Freshman Year

APPENDIX 13 (Continued)

THIRTEEN-COLLEGE CURRICULUM PROGRAM
STUDENTS' CUMULATIVE RECORD SHEET

Junior Year – Generation _____

Name	Sex	ISE ID No.	Major*	G.P.A. 1st Semester or Quarter	G.P.A. 2nd Semester or Quarter	G.P.A. 3rd Quarter	G.P.A. Totals 3rd yr.	G.P.A. Cum.	Withdrawals	
									Dates	Reasons Coded

(*) Place an asterick by those students' majors that have changed

APPENDIX 13 (Continued)

THIRTEEN-COLLEGE CURRICULUM PROGRAM
STUDENTS' CUMULATIVE RECORD SHEET

Senior Year – Generation _____

Name	Sex	ISE ID No.	Major*	G.P.A. 1st Semester or Quarter	G.P.A. 2nd Semester or Quarter	G.P.A. 3rd Quarter	G.P.A. Totals 4th yr.	G.P.A. Cum.	Withdrawals	
									Dates	Reasons Coded

(*) Place an asterick by those students' majors that have changed